

New Rush Hall School – Year 6 (Sapphire) : Spring		
English	Maths	Science
In English this term pupils will be reading a range of longer texts to explore a range of themes and Authors. As well as daily independent reading, pupils will take part in storytime, both listening and reading along. Reading sessions will focus on developing predicting, summarising and inference skills and on fostering an enjoyment of texts from a variety of genres. Pupils will be creating their own narratives (build-up, conflict and resolution) focusing on spelling, punctuation and grammar and re-drafting to make improvements. Pupils will then produce character descriptions of the witches featured in the book, developing their use of adjectives, similes and metaphors. They will create their own spells and role-play the part of a witch. The class will use the text as a model for composing a letter from the Grand High Witch to the other witches. Within our theme lessons we will carry out research and present our findings.	In Maths this term pupils will be developing their knowledge of multiplication and division strategies, using practical resources to support their learning before moving on to applying their knowledge to a range of written methods. Pupils will then focus on fractions, from identifying and representing simple fractions to calculating with fractions. The class will use real life objects to support their growing knowledge of fractions e.g., cutting pizzas into halves, quarters, thirds etc., and using the parts made to support when adding fractions. Pupils will investigate factors, multiples, prime numbers and composite numbers. They will also explore ratio and proportion. Pupils will be exploring different ways of measuring length, mass, temperature and shape. They will then explore different ways of measuring and representing time. Pupils will explore telling the time on an analogue clock to o'clock, half past, quarter past and quarter to as well as measuring time in five-minute intervals. Pupils will estimate and measure areas and perimeters and will explore scaling lengths.	In Science this term pupils will explore animals including humans. They will begin the topic by identify the main parts of the human circulatory system and how they work, before moving onto exploring the function of blood. As part of this topic pupils will be given the opportunity to dissect a heart, identifying the different parts and how they work. Finally, pupils will explore the effects of an unhealthy lifestyle on the heart and take part in an investigation exploring how heart rate is affected by exercise. Pupils will then move on to explore Llight, starting with identifying the different parts of the eye and describing their functions. They will then investigate primary and secondary sources of light, explaining the difference between the two and how they occur. Pupils will then plan and investigate different materials: translucent, opaque and transparent, and look at where they might be used in real life. Finally, pupils will then investigate how light travels and can be reflected in different ways.
PSHE	Geography	RE
In PSHE this term pupils will focus on Mental Health and Wellbeing. They will explore how thoughts, feelings and behaviours can affect their wellbeing and will develop strategies to regulate their emotions independently. Pupils will discuss different internal and external distractions and will learn techniques to help them stay focused and manage their responsibilities. Through reflection and discussion, they will explore positive thinking habits and will consider how different strategies can support emotional wellbeing. Moving on, pupils will learn ways to manage worries and stress and will identify approaches that work best for them. Finally, they will develop confidence and resilience as they prepare for the transition to secondary school.	In Geography this term pupils will be exploring The Americas. They will begin with locating The Americas on the world map and exploring North and South America. They will identify the position and significance of Latitude, Longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Pupils will then describe the climate and biomes of different regions in The Americas looking at the key physical geography. Next, pupils will expore the physical and human features in the UK. The class will complete fieldwork, sketch maps and create graphs both on paper and using technology. They will then compare their findings to The Americas and compare the two areas. Finally the pupils will explore the natural wonders of the world, explore where they are located and focus specifically on the ones located in the Americas.	In RE this term pupils will be exploring Easter Sunday. They will begin by identifying and explaining symbols associated with Easter before recapping and sequencing the Easter Story, re-telling it from the point of view of different characters. Pupils will then research Mary Magdalene, the Disciples and the guards/crowds accounts and compare the different versions of the story. After exploring different versions of the Easter Story the class will focus on Jesus’ resurrection, looking at different images and discussing what is happening and the key features, before comparing them. Pupils will then explore stories derived from Easter themes. The class will look at why Easter is important to Christians and identify similarities and differences between different Easter celebrations within the Christian community. Pupils will focus on the teachings of Easter and the impact it has on Christians today. Finally, pupils will reflect on the whole topic evaluating Easter Sunday and why it is important to Christians.
Art	History	PE
In Art this term pupils will be exploring the theme Street Art. They will begin by investigating the work of prominent street artists such as Banksy and Basquiat, identifying and discussing the messages the artists are trying to share through their work. Pupils will then become street artists, designing and making their own stencil and using it to create pieces of art with a narrative. They will use tools such as craft knives to cut out their stencil design, and use spray paint to produce their piece of work. Pupils will need to consider the colours they choose to ensure their work is eye catching and stands out on their chosen background.	In History this term pupils will explore Mayan Civilisation. They start the topic by looking at the origins of Mayan Civilisation, pinpointing Ancient Maya on a timeline and locating where Mayans ruled on a map. Pupils will then investigate Mayan beliefs focusing on the importance of religion and the rituals carried out by the Mayan people. They will then explore what daily life was like for the Mayan people by looking at the type of clothing worn, food eaten and their homes. Pupils will use their creative skills to design and make a headdress similar to those worn by the Mayan people. They will then explore the importance of farming for the Mayans, identifying the different types of farming used, the crops grown and how they used the stars and weather patterns to ensure their farming was successful. Next, pupils will look at the Mayan number and alphabet system, comparing it to the systems they use today. They will end the topic with exploring how the Mayan civilisation declined.	In PE this term pupils will focus on fitness, hockey, netball and tag rugby. Pupils will engage in a variety of fitness activities aimed at improving cardiovascular endurance, strength, and flexibility, fostering a solid foundation for overall physical health. In hockey pupils will focus on refining skills such as stick handling, passing, and shooting, while also deepening their understanding of game tactics and teamwork dynamics.Pupils will enhance their physical fitness but also cultivate essential teamwork, communication, and strategic thinking abilities for success in both fitness pursuits and team sports like hockey. In netball, pupils will refine their passing, shooting, and defensive techniques, while learning about court positioning and strategic play. They will engage in tag rugby developing their running, passing, and tagging skills, game structures and strategies.
Design Technology		Computing
In Design Technology this term pupils will begin by exploring bread from around the world. They will taste and review different types of bread e.g., pita, naan, cholla, focaccia etc and research the different grains and techniques used to make them. The class will also explore what theses breads are traditionally served with and how they compare with bread in the UK. Finally, pupils will design and create their own bread recipes, adding additional flavours to their bread choices.Pupils will then be exploring renewable energy. They will begin by looking at solar energy systems and build circuits using solar cells before moving on to explore wind turbines. They will investigate how small-scale wind turbines have changed people’s lives. Finally, they will look at plastics, investigating the properties and finding solutions to problems caused by plastic waste. Pupils will then design and make products from plastic waste for a UK or international market.		In computing this term, pupils will explore effective searching using the internet to locate information from a search page. They will evaluate how the information found is from a reliable source. They will then explore Busy Beats to make music by exploring the key elements of music, pulse, rhythm, tempo, pitch, texture. They will then use this to create a melodic phrase and compose a piece of electronic music. Next, pupils will work on defining what Artificial intelligence is and how it can assist and benefit aspects of paily life. They will research its potential impact of AI in the future and how this can be used to create music and art. Finally, pupils will use hardware to recall and know the different parts that make up a desktop computer. They will discuss the function of each part and create a leafelet to share what they have learnt.
Enrichment		
As part of the Enrichment Programme, pupils will be given the opportunity to experience: Board Games: Within their classes, pupils will play a range of board games, to develop their sharing and turn taking skills. The games will support the pupils with their teamwork and building their sportsmanship. Through a range of board games pupils will be provided a structured environment for fun, creativity, and cognitive challenges. Swimming: Lessons will be on offer to pupils at the local swimming pool. Pupils will work with a swimming instructor to build their confidence in the water and developing their swimming skills such as getting in and out of the pool safely, controlled breathing, floating and treading water and swimming with forward motion. Swimming encompassed crucial life skills, supports physical and mental well-being, and pupils’ social development. It is an important safety skill, a fantastic form of exercise, and a confidence-boosting activity. Social Group: This term, pupils will take part in activities, discussions and role-play opportunities to support their personal, social and emotional development. They will explore change, loss and grief, learning strategies to understand and manage their emotions. Pupils will learn about the importance of sleep and how healthy sleep habits can support their wellbeing. They will develop their AI literacy by exploring how artificial intelligence is used in everyday life and how to use it safely and responsibly. Pupils will also consider aspirations, identifying strengths, interests and goals. In addition, they will discuss how tobacco, vaping and alcohol are portrayed in the media, and explore the influences and pressures that can affect decision-making. These activities will help pupils build confidence, resilience and essential life skills. Cooking: In cooking, pupils will develop practical cooking skills by preparing a range of simple recipes. Through hands-on activities, they will learn about food preparation, kitchen hygiene and the safe use of equipment. Pupils will explore different ingredients, tastes and textures while building confidence and independence in the kitchen. By following recipes and working together, they will enhance their fine motor skills, communication and teamwork. Cooking activities will encourage creativity, problem-solving and resilience, while fostering an enjoyment of food and an understanding of where food comes from.		

